

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

SOCI 312 – Advocacy, Activism, & Social Change

CIP Code: 45.11

For assistance determining CIP Code, please refer to this webpage

<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

or reach out to Sarah Todd at todds@canton.edu

Created by: Dr. Christina Leshko

Updated by: Dr. Christina Leshko

**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF SOCIAL SCIENCES
SPRING 2023**

- A. TITLE: ADVOCACY, ACTIVISM & SOCIAL CHANGE
- B. COURSE NUMBER: SOCI 312
- C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

Credit Hours:
Lecture Hours 3 **per Week**
Lab Hours **Week**
Other **per Week**

Course Length (# of Weeks): **15 Weeks**

D. WRITING INTENSIVE COURSE: No

E. GER CATEGORY: GER 3
 Does course satisfy more than one GER category? If so, which one?

F. SEMESTER(S) OFFERED: (*Fall, Spring, or Fall and Spring*) Fall or Spring

G. COURSE DESCRIPTION: In this course, students will develop an understanding of both national and international social movements while engaging in advocacy and activism. This course is grounded in an applied sociological approach, exploring strategies and mechanisms for facilitating social change and participating in social justice action. Students will examine the historical and theoretical foundations of social change, particularly as related to identities involving race, class, and gender. This course will present the relationship between society, social institutions, and advocacy work, with opportunities for students to develop practical skillsets in campaigning.

H. PRE-REQUISITES:
 CO-REQUISITES:

Pre-requisite (SOCI 101) **OR** Co-requisite (SOCI 101) **OR** permission of instructor

I. STUDENT LEARNING OUTCOMES:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO& Subsets</u>
a. Identify foundational concepts and theoretical frameworks used to define and contextualize social change.			2. Critical Thinking [CA]
b. Analyze national and international social movements, comparing the strategies and mechanisms utilized, particularly in regard to the development of individual and group identity involving race, class, and gender.		GER 3: Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	2. Critical Thinking [CA]

c. Evaluate advocacy methods and institutionalization processes, assessing impact, opportunity, and effectiveness.		GER 3: Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.	2. Critical Thinking [CA]
d. Engage in nonviolent communication strategies to assess different ethical perspectives and the role of violence and oppression.		GER 3: Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.	4. Social Responsibility [ER]
e. Develop and apply advocacy skills towards implementing activist methods to support current social/political campaigns and social justice action.		GER 3: Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.	2. Critical Thinking [PS]

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT: Yes No

If Yes, select one or more of the following categories:

Classroom/Lab____
Internship____
Clinical Practicum____
Practicum____
Service Learning____
Community Service____

Civic Engagement__X_
Creative Works/Senior Project____
Research____
Entrepreneurship____
(program, class, project)

K. TEXTS:

Camahort Page, E., Gerin, C. & Wilson, J. (2018). *Road Map for Revolutionaries: Resistance Activism and Advocacy for All*. Penguin Random House.

L. REFERENCES:

Arvidson, M., Johansson, H., & Scaramuzzino, R. (2018). Advocacy compromised: *How financial, organizational and institutional factors shape advocacy strategies of civil society organizations*. VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 29(4), 844-856.

Baumgartner, F., Kimball, D., Leech, B., & Hojnacki, M. (2009). *Lobbying and Policy Change: Who Wins, Who Loses, and Why*.

Bobo, A., Kendall, J., & Max, S. (1991). *Organizing for Social Change: Midwest Academy Manual for Activists*.

Dellmuth, L. M., & Tallberg, J. (2017). Advocacy strategies in global governance: Inside versus outside lobbying. *Political Studies*, 65(3), 705-723.

Kristof, N. & WuDunn, S. (2008). *Half the Sky: Turning Oppression Into Opportunity for Women Worldwide*.

Nelson, P. J., & Dorsey, E. (2008). *New rights advocacy: changing strategies of development and human rights NGOs*. Georgetown University Press.

Pearson, C., & Trevisan, F. (2015). *Disability activism in the new media ecology: Campaigning strategies in the digital era*. *Disability & society*, 30(6), 924-940.

M. EQUIPMENT: None.

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Quizzes, Discussion Boards, Assignments, Journal Entries, Research, Projects

P. DETAILED COURSE OUTLINE:

- I. Foundational Concepts for Social Change
 - A. Defining Social Change
 - B. Causes of Social Change
 - C. Theories of Social Differentiation and Social Change
- II. Directions of Change: Cycles, Stages and Branches

- A. Overview of Social Movements
 - B. Classifications of Social Movements
 - 1. Reform Movements
 - 2. Revolutionary Movements
 - 3. Religious Movements
 - 4. Alternative Movements
 - 5. Resistance Movements
 - C. Historical Social Movements
 - D. Contemporary Social Movements
- III. Mechanisms of Advocacy and Activism
- A. Types and Models of Advocacy
 - B. Organizational Structures
 - C. Recruitment Strategies
 - D. Political Engagement, Lobbying, and Policy Change
 - E. Protests and Civil Disobedience
 - F. Radicalism and Violence
 - G. Community Mobilization
 - H. Educational Strategies
- IV. Developing and Applying Skills for Social Change
- A. Developing Informational Materials
 - B. Utilizing Social Media
 - C. Economic Pressure
 - D. Political Engagement and Lobbying Representatives
 - E. Petitions
 - F. Reforming Institutions

Q. LABORATORY OUTLINE:

Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
<p>Below is the SUNY criterion for GER Diversity.</p> <p>Faculty members are expected to record student proficiency in the first criteria.</p>	<p>This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.</p>	<p>Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)</p>						<p>Based on these results, briefly address what changes you plan for improving student learning.</p>
<p><i>1. Students will demonstrate:</i></p>	<p># of students participating in assessment:</p>	<p>Exceeded</p>		<p>Met</p>		<p>Did not meet</p>		<p><u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u></p>
<p>Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;</p>	<p>Assignment</p>							
	<p>Exam question(s)</p>	<p>Description of tool(s): Two discussion boards (see below for complete description).</p> <p>DB#3. Evaluate Historical Social Movements</p> <p>DB#4. Evaluate Contemporary Social Movements</p>						
	<p>Oral presentation</p>							
	<p>Project (group or individual)</p>							
	<p>Quiz</p>							
	<p>Research paper</p>							
	<p>Student Artifact</p>							
	<p>Student Portfolio</p>							
<p>Other (Please specify):</p>								

DB#3. Evaluate Historical Social Movements

Examining the historical foundations of social movements provides context for understanding how contemporary social identities have been shaped. For this discussion board, please respond to each question below with a minimum of 100 words (300 words total). If sources other than those in this Module are referenced, include them at the end of the post.

- #1. How has the **Feminist Movement** contributed to contemporary women's rights and conceptions of gender?
- #2. How has the **Civil Rights Movement** contributed to racial identities and race-related issues?
- #3. How has the **Occupy Movement** impacted conceptions of economic class differences?

DB #4. Evaluate Contemporary Social Movements

Pick three (3) contemporary social movements to analyze (one from each category in the table below: 1. race, 2. gender, and 3. class). Conduct a brief SWOT analysis of each movement. This discussion board should be a minimum of 300 words total. Reference your source(s) in APA/MLA format. Please respond to two peers with a brief reply post (no word minimum).

1. Race	Indigenous Peoples Movement	Immigrant Rights Movement	Arab Lives Matter
2. Gender	LGBTQ+ Movement	Men's Rights Movement	Anti-Rape Movement
3. Class	Labor Movement	Fair Trade Movement	Poor People's Campaign

SWOT ANALYSIS



Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:									
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		<p>Number</p>	<p>%</p>	<p>N</p>	<p>%</p>	<p>N</p>	<p>%</p>										
<p>Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and</p>	<table border="1"> <tr> <td data-bbox="436 594 894 633">Assignment</td> </tr> <tr> <td data-bbox="436 633 894 672">Exam question(s)</td> </tr> <tr> <td data-bbox="436 672 894 711">Oral presentation</td> </tr> <tr> <td data-bbox="436 711 894 750">Project (group or individual)</td> </tr> <tr> <td data-bbox="436 750 894 789">Quiz</td> </tr> <tr> <td data-bbox="436 789 894 828">Research paper</td> </tr> <tr> <td data-bbox="436 828 894 867">Student Artifact</td> </tr> <tr> <td data-bbox="436 867 894 906">Student Portfolio</td> </tr> <tr> <td data-bbox="436 906 894 1075">Other (Please specify):</td> </tr> </table>	Assignment	Exam question(s)	Oral presentation	Project (group or individual)	Quiz	Research paper	Student Artifact	Student Portfolio	Other (Please specify):	<p>Description of tool(s): Writing prompt.</p> <p>Describe the social structures and systems that contribute to the eruption of violence as social justice action. How do power and oppression factor into violent activism within social movements? What opportunities does non-violent action provide to achieve goals? Is privilege a stronger component of violent or non-violent activism? Provide examples.</p>						
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<p>Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action</p>	<p>Assignment</p> <p>Exam question(s)</p> <p>Oral presentation</p> <p>Project (group or individual)</p> <p>Quiz</p> <p>Research paper</p> <p>Student Artifact</p> <p>Student Portfolio</p> <p>Other (Please specify):</p>	<p>Description of tool(s): Writing prompt.</p> <p>After reading, <i>A History of College Protests: Student Activism in College</i>, reflect on your personal beliefs related to activism. What rights do you have that you can you exercise through activist work? What parts of society or your community do you have access to? How might your autonomous participation in a social movement this semester impact social justice action locally, nationally, or globally?</p>						